S. studies

Level 4

Term 2

Social Studies Lesson Plans

Level 4
Term 2
Week 1

Week	Curriculum Strand.	Topic	Day	Specific Objective	Home work
1	Learning about our province	Population & Vocations	1	Students will be able to learn about the concept of census	
1			2	Students will be able to learn about population of NWFP	H.W
1			3	Students will be able to learn about different vocations people follow in NWFP	
1			4	do	H.W
1			5	Students will be able to learn about climate of NWFP	
1			6	Assessment	

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 1 **Day 1**		

Topic: Population of North West Frontier Province
Objective: Students will be able to learn about the population of NWFP
Activity: Discussion/written work
Materials: Chalkboard, notebooks
Procedure:
Warm up Q/A

- Start your lesson by asking the students how many students are there in your class?
- Listen and tell, the number of students in the class form the population of the classroom.
- Similarly number of students in the school, form the population of a school.
- Then ask
- How do we know the number of students in a class or school? (By counting).

Explanation

- The number of people in a country makes up its population. Similarly number of people men, women and children living in NWFP form its population. **In the most common sense of the word, a population is the collection of people—or organisms of a particular species—living in a given geographic area.**
- We collect information about the population of a country by using a process called census. **A census is the process of obtaining information about every member of a population.** Census gives a complete picture of the population of a country. It shows the number of young and old, men and women, boys and girls, their ages and vocations. It also shows number of literate and illiterate in the society.
- According to the census of 1981, the population of the settled area of NWFP is 10.885 million. The population of annexed tribal areas is 2.175 million.

Wrap-up Q/A

- What is population?
- What is census?
- What is the population of NWFP?
- What is the population of tribal areas?

Level 4 Term 2 Week 1 Day 2	**Lesson Plan**	**Learning about our province**

Topic: Population of North West Frontier Province
Objective: Students will be able to learn about the population of NWFP
Activity: Discussion/written work
Materials: Chalkboard, notebooks
Procedure:
Warm up Q/A
Revise the information introduced in the previous lesson.
Written work

- What is population?
- What is census?
- What is the population of NWFP according to the census of 1981?
- What is the population of tribal areas?

Project: Students will collect information about the population of their school.
Total number of Students
Number of boys and girls

Level 4 Term 2 Week1 Day 3	Lesson Plan	Learning about our province

Topic: Population of North West Frontier Province
Objective: Students will be able to learn about different occupations people follow in NWFP
Activity: Discussion
Materials: Chalkboard, notebooks
Procedure:
Warm up Q/A
Ask the students
What do you think a vocation or a profession is?
Listen to their responses and then explain vocation is work that people do to earn their living.
Ask about the vocation of their parents.
Then ask can you name what type of professions people have in your community. Let the students tell you and make a list on the chalkboard.
Explanation

- Explain that in NWFP people have different vocations such as:
- Shepherds
- Laborers, engineers and technicians.
- Businessmen
- Artisans
- Teachers
- Civil and military servants
- Farmers
- Explain that major part of the NWFP population is that of farmers. About 70% are farmers, 10% are artisans and 20% are businessmen and workers.

Note: Explain and discuss the details of professions from the book.

Written work

- What are the most common professions in NWFP give percentage?
- What is a vocation?
- Name the vocations of different people living in your locality?

Level 4 Term 2 Week 1 Day 4and 5	Lesson Plan 3	Learning about our province

Topic: Population of North West Frontier Province
Objective: Students will be able to learn about different occupations people follow in NWFP
Activity: Role-play
Materials: Costumes of different professions
Procedure:

Project:1
Role-play
Conduct a role-play of different professions.
Students will dress up as professional of their choice and speak few lines about the profession and act out.

Project:2
Call the parents of few students to give a talk about their profession to the students.

Level 4 Term 2 Week 1 Day 6	Assessment	Learning about our province

Use the worksheet and questions given with the lessons for assessment.

Social Studies Lesson Plans

Level 4
Term 2
Week 2

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
2	Learning about our province	Climate of North West Frontier Province	1	Students will be able to learn about the different climatic conditions in NWFP	H.W
2			2	do	
2			3	Students will be able to learn about a forest	H.W
2			4	Students will be able to learn about the advantages of forest	H.W
2			5	Students will be able to learn about the forests of NWFP	
2			6	Assessment	

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 2 **Day 1**		

Topic: Climate of North West Frontier Province
Objective: Students will be able to learn about the different climatic conditions in NWFP
Activity: discussion, explanation
Materials: chalk, notebooks
Procedure:
Warm up Q/A
Write the word **"Climate"** on the chalk board and ask the students what do you think climate means. Listen to their responses, and then explain.
Explanation

- Different places have different climates. Such as climate of Mansehra is not very hot in summer and very cold in winter.
- Similarly the climate of NWFP varies in different areas.
- In NWFP climate varies from very cold (Chitral in the north) to very hot in places like D.I. Khan. In NWFP June and July are the hottest months.
- The northern areas such as Sawat, Dir, chitral, Buner and Kohistan are very pleasant in summer. It rains heavely usually in the months of January and February. But as compared to the northern regions, the south-western regions of the province receive much less rain.
- The districts of Kohistan, mnasehra, Batgram, Abbotabad, Chitral, Swat, Buner and Dir receive heavy rains in winter. Overall the climate of NWFP is cold and wet in northern areas and hot and dry in southern parts.

Wrap-up Q/A
What is the climate of NWFP?

Level 4		Learning about our province
Term 2	Lesson Plan	
Week 2 Day2		

Topic: Climate of North West Frontier Province
Objective: Students will be able to learn about the different climatic conditions in NWFP
Activity: revision, written work, Marking cold and hot regions on the NWFP map
Materials: notebooks, chalk, and worksheet
Procedure:
Warm up Q/A
Revise the information discussed in the previous lesson.

Activity:1
Written work

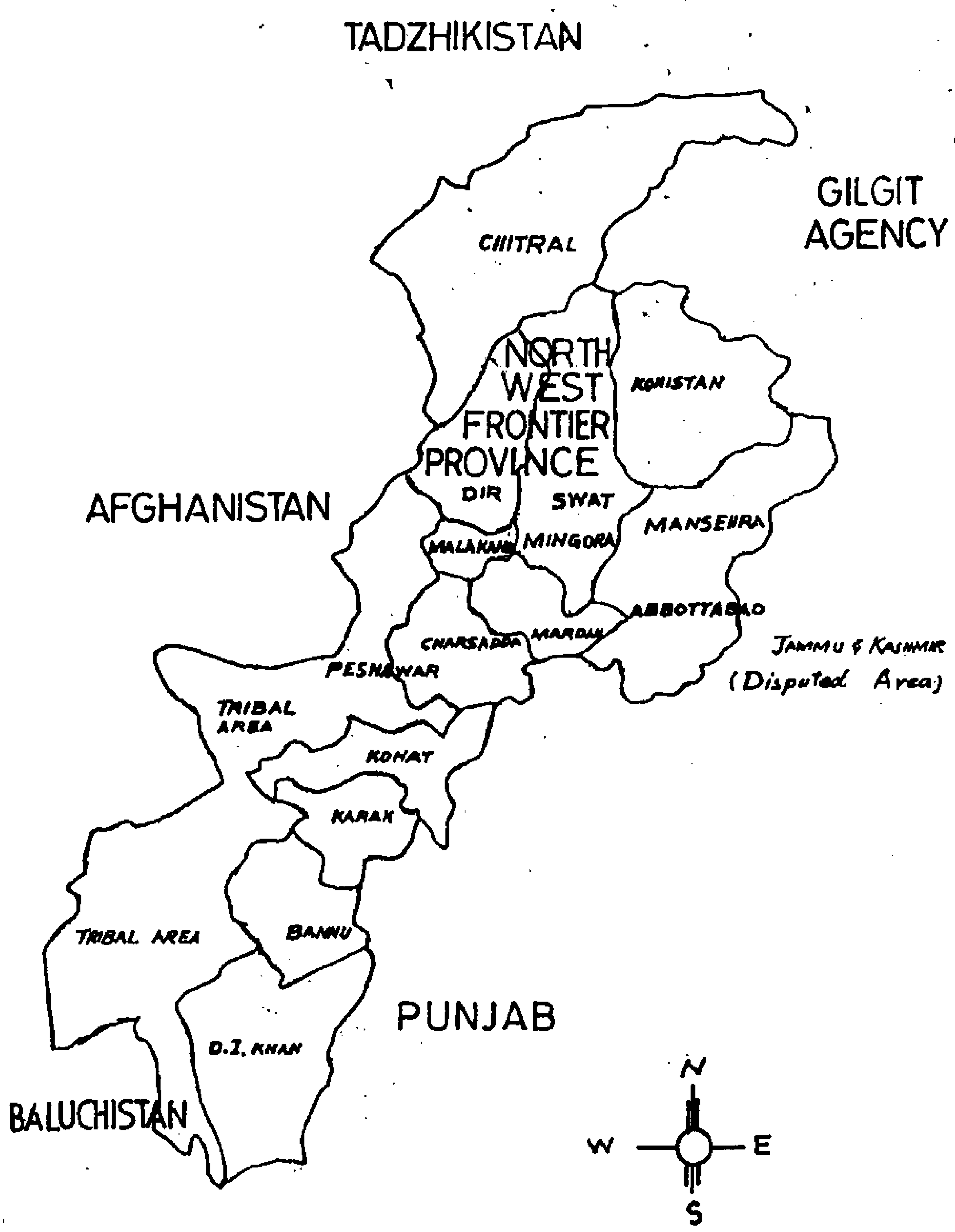
- What is climate?
- What is the climate of NWFP?
- Which are the months of heavy rain in NWFP?
- Which districts receive heavy rain in winter?
- Which regions receive less rain as compared to other regions?

Activity:2

- Marking cold and hot regions on the NWFP map
- Distribute the worksheet. Students will color the cold regions in blue color and hot regions in yellow or red color.
-

Climate of NWFP
Worksheet

Color the regions according to their climate. Color cold regions in blue, pleasant or moderate climate regions in green and hot regions in yellow or red color.mak a color code key at the side of the map.



Level 4 **Term 2** **Week 2** **Day 3**	**Lesson Plan**	**Learning about our province**

Topic: Natural resources of North West Frontier Province
Objective: Students will be able to learn about a forest
Activity: discussion, explanation, written work
Materials: notebooks, chalk
Procedure:
Warm up Q/A

Ask the students what is a forest? Have ever been to a forest?
Which forest have you been to? What did you see there?
Listen to their responses and list the things they mention in a forest on the chalkboard.
Then explain

Explanation

- The areas where thick trees spread are called forests. Different kinds of trees grow in the forests. Forest are important for human beings, animals and fro the environment. Tree in the forests kept the environment clean.
- Forests are a natural shelter for the animals. Forests protect the earth from erosion and cutting. The roots of the trees, grasses and herbs keep the soil intact.

Written work
What is a forest?
What things do you find in a forest?
Name some animals that you find in a forest?

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 2 **Day 4**		

Topic: Natural resources of North West Frontier Province
Objective: Students will be able to learn about the advantages of forest
Activity: discussion, explanation, written work
Materials: notebooks, chalk
Procedure:
Warm up Q/A

Ask the students what is a forest? What things do you find in a forest?
Name some animals that you find in a forest?

Listen to their responses and list the things they mention in a forest on the chalkboard. Then ask the students to tell you what are the advantages of a forest. Listen to the students and list their responses on the board. List all their ideas, discuss the ideas and then explain.

Explanation
Advantages of forests

Forests keep the environment clean
Forests Natural shelter for animals
We get wood from trees in the forests, which used as fuel and for making many things.
Forests protect the earth from cutting and erosion.(further explain it by using the text book).

Written work

Q-What are the advantages of forests?

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 2 **Day 5**		

Topic: Natural resources of North West Frontier Province
Objective: Students will be able to learn about the forests of NWFP
Activity: discussion, explanation, written work
Materials: notebooks, chalk
Procedure:
Warm up Q/A

- Ask,
- Do you think there are forests in Mansehra?
- What kind of trees do you find in the forests of Mansehra?
- Listen and discuss their responses then tell today we will learn about forests of NWFP.

Explanation

- The forests of NWFP are mainly in Abbotabad, Mansehra, Batgram, Kohistan, Buner, swat, Dir and Chitral. Common trees in these forests are fir, Cyprus, walnut, chestnut and Kalakath.
- In Kohat district and Kurram Agency the miziri plant is common.
- In the plain areas of the province, acacia, mulberry, blackberry, ghaz and sheesham trees are common.
- Among the wild animals, lions, cheetahs, wolves, bears, jackals, monkeys, fox and many more animals are found. Many varieties of birds are also found such as partridge, parrots, crow, quail etc.

Written work

Q1 -What kinds of trees are found in the forests of NWFP?
Q 2-List some of the wild animals and birds which are found in the forests of NWFP?
Q 3-Write the names of trees that you find in Mansehra?

Map

- Color the areas green on map where main forests are in NWFP and draw small trees.



Level 4 **Term 2** **Week 2** **Day.6**	**Assessment**	**Learning about our province**

Use the worksheets and questions given with the lessons

Social Studies Lesson Plan

Level 4
Term 2
Week 3

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
3	Learning about our province	Irrigation system of North West Frontier Province	1	Students will be able to identify major natural and man made sources of water.	
3			2	Students will be able to identify uses of water in their community	
3			3	Students will be able to learn about the irrigation system in NWFP	H.W
3			4	do	
3			5	Students will be able to identify major crops of NWFP	H.W
3			6	Assessment	

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 3 **Day 1**		

Topic: Irrigation system of North West Frontier Province
Objective: Students will be able to identify major natural and man made sources of water
Activity: discussion, explanation, written work
Materials: notebooks, chalk
Procedure:
Warm up Q/A
Then ask where do get water from for your.daily use?
Ask the students what are natural sources of water?
Then list their responses on the chalkboard.
Natural sources of water
Rain, rivers, lakes, streams, ocean/sea
Then explain
Explanation

- The life of all living things depend upon water. If there is no water there will be no life. There are natural sources of water on this earth, which are rain, rivers, lakes, streams, and ocean/sea. Rain is most important. If it does not rain the other sources of water may end.
- Then ask there are some areas where natural sources of water such as lakes, rivers and streams are not available, where do people get water?
- Then explain that human beings use different ways to store or get water. Such as wells a dug, canals are made, and dams are built.
- Dams are built to collect or store water in lakes then canals are dug to carry this water from one area to another. Wells are deep holes in the ground to get underground water.

Written work
What are natural sources of water?
From where do you get water in your community?

Level 4 **Term 2** **Week 3** **Day 2**	**Lesson Plan**	**Learning about our province**

Topic: Irrigation system of North West Frontier Province
Objective: Students will be able to identify uses of water in their community
Activity: discussion, explanation, written work
Materials: notebooks, chalk
Procedure:
Warm up Q/A
- Ask in what ways you use water in your daily life at home?
- Listen to their responses and list them on the chalkboard.
- We use water for
- Drinking, washing, cooking, watering plants, bathing, cleaning things and houses.
- Then ask in what ways do you think water is used in your community (how other people use it) Listen and discuss their responses. Then explain

Explanation
- Water is used in many ways it is very important for us. We use it for drinking, washing, cooking, watering plants, bathing, cleaning things and houses. In our community it used in many other ways also such as for irrigation, farmers use it for watering crops in the fields, for drinking by animals, for cleaning animals. Water is also used for constructing a house. A brick layer use to water to make mortar for laying bricks for constructing a house.9discuss what other ways students have suggested).

Written work
- In what ways do you use water at home?
- Think of some ways in which water is used in your community by different people?

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 3 **Day 3**		

Topic: Irrigation system of North West Frontier Province
Objective: Students will be able to learn about the irrigation system in NWFP
Activity: discussion, explanation, written work
Materials: notebooks, chalk
Procedure:
Warm up Q/A
Ask what did you learn about in the previous lesson?
What are natural sources of water?
Then explain
Explanation

- Just like animals and human beings all kinds of plants need water. Water is very important for crops. There are many crops grown through out the year in NWFP. To make water available for these crops there is an irrigation system in the province.
- The central and southern parts of the province do not receive enough rain. To meet the shortage of water, dams have been constructed at suitable places on rivers. Canals have been dug to get water from these dams.

Important dams are:
1-Tanda Dam
2-Kurram Garhi Dam
3-Khan Pur Dam
(Note: explain the details of dams from the text book)
Written work
What are important dams in NWFP?
Which parts of the NWFP do not receive enough rain?How do water reaches to these parts?

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 3 **Day 4**		

Topic: Irrigation system of North West Frontier Province
Objective: Students will be able to learn about the irrigation system in NWFP
Activity: discussion, explanation, written work
Materials: notebooks, chalk
Procedure:
Warm up Q/A
Ask what did you learn about in the previous lesson?
What are the important dams in NWFP?
Then explain
To carry water from these dams to other parts of the water canals are dug. Then Water is supplied to crops and fruit farms from these canals through channels. The important canals of the province are:
1-The upper Sawat canal
2-The lower Swat Canal
3-The canal of river Kabul
4-The paihur canal
5-The canal of Maidan pakhli
6-The pahar pur canal
7-Chshma right bank canal

- There are other ways of drawing water for irrigation as well. Wells are dug out in those areas which areaway from the canals. Persian wheel is also used to draw water from the well in large quantities. It is an old technique in which cattle pull the wheel. Tube well is a modern technique of drawing water from the earth. A large quantity of water is obtained in a short time by using a tube well.

Written work
What methods are used for irrigation in NWFP?
What are important canals of NWFP?
What is a Persian wheel?
What is a tube well?

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 3 **Day 5**		

Topic: Irrigation system of North West Frontier Province
Objective: Students will be able to identify major crops of NWFP
Activity: discussion, explanation, written work
Materials: notebooks, chalk
Procedure:
Warm up Q/A
Show few types of grains to students such as rice, wheat, maize etc and ask what are these?
Then ask what are crops?
Listen to their responses and then explain.
Explanation
Major crops of NWFP are wheat, Oat, Mustard, Tobacco, and Rice, sugar cane, maize.
In NWFP January, February, June and July are months of rain. During these months farmers sow seeds.
The winter crop is known as "Rabi". It starts in November; wheat, barley and oil seeds are **"Rabi"** crops and are cultivated in November and harvested in the months of April and May.
The summer crop known as "Kharif " is cultivated in June and is harvested in October. Mainly for Kharif crops such as sugar cane, rice, maize and vegetables are cultivated.
Written work
What are the major crops of NWFP?
What is winter crop known as? What major crops are grown in winter?
What is summer crop known as? What major crops are grown in summer?
Which crops are grown in Mansehra?

l 4		**Learning about our province**
m 2	**Assessment**	
Veek 3 **Day 6**		

Use worksheets and questions given with the lessons.

Social Studies Lesson Plan

Level 4
Term 2
Week 4

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
4	Learning about our Province	Crops of North West Frontier Province	1	Students will be able to identify major crops of NWFP	H.W
4			2	Students will be able to identify major vegetables & fruits grown in NWFP	H.W
4			3	Students will be able to identify major vegetables & fruits grown in NWFP	
4			4	Revision	
4			5	Revision	
4			6	Assessment	

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 4 **Day1**		

Topic: Crops of North-West Frontier Province
Objective: Students will be able to identify major crops of NWFP
Activity: crop display
Materials: samples of different grains (rice, wheat, maize etc), colors, pencils, chart papers, markers
Procedure:
Warm up Q/A
Revise the information introduced in the previous lesson.
Activity
Prepare a display of "Kharif" and "Rabi" crops.

- Divide the students into groups of four.
- Give them material
- Tell them to display the grains packed in small plythene wraps.
- Stick on the chart paper.
- Then label each crop along with information about "Rabi "and "Kharif"

Follow-up
Invite each group and ask them to present and share their work with class.

- **Wrap-up**
- Display the charts in class
-

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 4 **Day 2**		

Topic: Crops of North West Frontier Province
Objective: Students will be able to identify major vegetables & fruits grown in NWFP
Activity: explanation, written work
Materials: notebooks, chalk
Procedure:
Warm up Q/A

- Ask the students which fruits do you like?
- Which vegetables do you like?
- Listen to their responses.
- Then ask do you know which fruits and vegetables are grown in NWFP?
- Listen and discuss.
- Then explain

Explanation
Vegetables
Important vegetables grown in our province are radish, carrot, onion, cucumber, tomato, spinach, turnip, peas, bean, ginger and cabbage etc are included. Some of the vegetables are transported from one part of province to other. Main vegetables, which are transported to fa off areas, are potato, tomato, onion, peas, carrots and ladyfinger.
Fruits
NWFP produces variety of fruits in large quantity. Important fruits are plum, pear, guava, melon, water melon, orange, lemon and grapes. A large quantity of these fruits is transported to other provinces.
Written work
Which vegetables are transported to other parts of the province?
List major fruits grown in NWFP?
Which fruits are produced in Mansehra?

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 4 **Day 3**		

Topic: Cattle of North West Frontier Province
Objective: Students will be able to identify animal resources of NWFP
Activity: explanation, written work
Materials: chalk, notebooks
Procedure:
Warm up Q/A

- Ask do you have animals at home? Which animals do you have at home?9 cow, goat, chickens, horses, dog etc)
- Why do you think you have these animals at home? In what ways do you think these animals are useful for you?
- Listen to their responses and discuss and then explain.

Explanation

- Animals are important for us as they are very useful. We use them in many ways.
- Animals, which are kept and reared at home, are called domestic animals.
- In NWFP people keep many domestic animals mainly buffalo, cow, sheep, goat, donkey, camel and horses. These animals are called cattle as well. Animals like cows, buffalo and goat are reared for milk and meat. We get milk from sheep and wool as well. Wool is used for making warm clothes.
- Donkey, camel and horses are reared for carrying load.

Written work

- Which animals are used for carrying load?
- Which animals a reared for food products?
- From where do we get wool?

Level 4 **Term 2** **Week 4** **Day 4 & 5**	**Lesson Plan**	**Learning about our province**

Revise the previous lessons

Level 4 **Term 2** **Week 4** **Day 6**	**Assessment**	**Learning about our province**

questions given with the lessons

Social Studies Lesson Plan

Level 4
Term 2
Week5

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
5	Learning about our province	Minerals of North West Frontier Province	1	Students will be able to understand what are minerals	H.W
5			2	do	
5			3	do	H.W
5			4	do	
5			5	do	
5			6	Assessment	

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 5 **Day 1**		

Topic: Minerals of North West Frontier Province.
Objective: Students will be able to minerals
Activity: mineral hunt
Materials: Salt, objects made from metals (nails, spoon, coins etc) glass, worksheet
Procedure:
Warm up Q/A

- Show rock salt (edible salt) and things made up of metals, then ask what are these and what are these things made up of. Listen to their responses and then explain. the rock salt is a mineral and all these objects are made up of minerals such as the nail with iron and some of the objects are made from products of minerals such as glass, plastic bags etc.
- Explain that "A mineral is an element or chemical compound that is normally crystalline found in the soil underground such as salt, gold, coal, copper etc. We get minerals from the ground by drilling and mining. Many things that we use in our daily life are made up of minerals for example spoon, cooking pots, soaps, iron nails etc.

Activity

- Distribute the mineral hunt worksheet and explain the task.
- Ask the students to look around the classroom for objects that contain or are made up of minerals. Explain very clearly to them almost anything that is not made from a plant or an animal is a mineral or derived from a mineral. Everything that is metal, for example, is a mineral product. Eating table salt in food is a using a mineral directly and using a spoon to eat something is using a product made of mineral.
- Have them make a list of all the objects they find and the name of minerals that object is made-up of or contain.

Follow-up

- After all the students have done this activity.
- Ask them what objects they have found and what minerals do they think these objects are made up of.
- Wrap-up Q/A
    - What is mineral? Name any three minerals.

Mineral Hunt
Worksheet

Name:_______________

Objects	Mineral used

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 5 **Day 2**		

Topic: Minerals of North West Frontier Province.
Objective: Students will bé able to recognize and prepare crystals of a mineral
Activity: experiment making mineral crystals
Materials: A heat-proof, glass jar
A measuring cup
About 1 cup of boiling water
About 1/2 cup of salt
A pencil
Cotton string
A spoon
A paperclip
A paper towel
Procedure:
Warm up Q/A
Ask what is a mineral? Listen and discuss.
A mineral is an inorganic, naturally occurring crystalline solid. This means that minerals form as crystals. Crystal is naturally found specific geometric shape for example salt is a mineral and it is found in large crystals.
Then tell today we are going to prepare crystal of salt mineral.
Activity
For this activity if you have enough equipment then divide the students in to groups otherwise you can prepare two demonstrations for the class.
Step 1-

Gather Your Equipment

To make your own salt crystals, you'll need a few items from around the house.

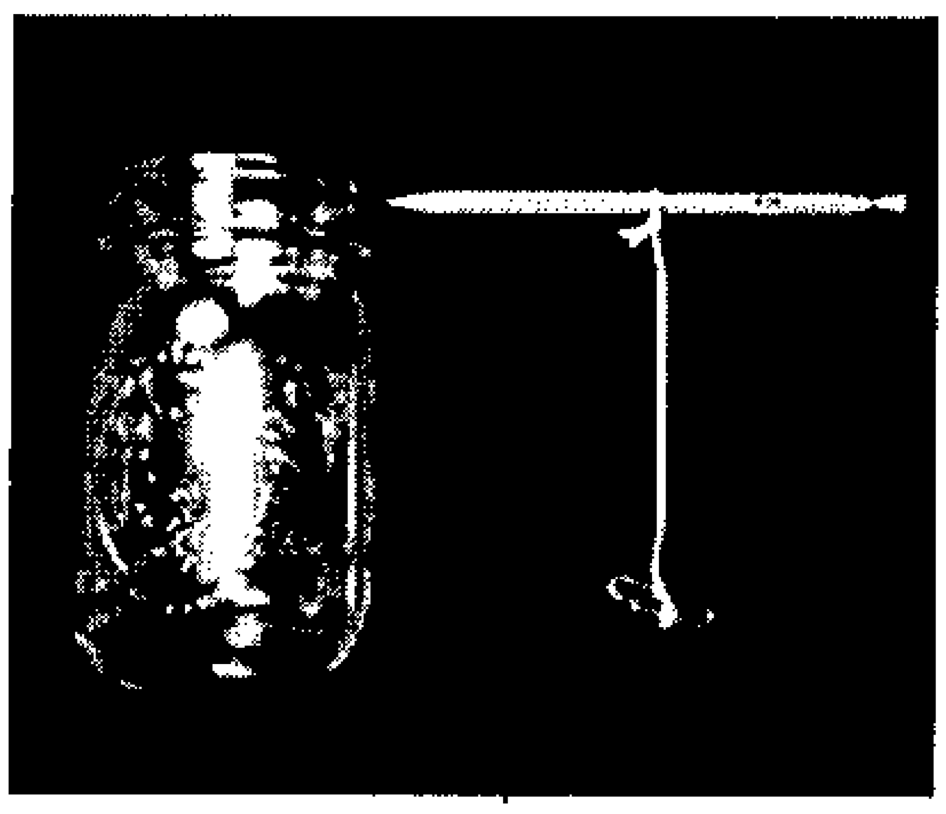
A heat-proof, glass jar
A measuring cup
About 1 cup of boiling water
About 1/2 cup of salt
A pencil
Cotton string
A spoon
A paperclip
A paper towel

Step 2

Prepare a Supersaturated Solution

Tie the paper clip to one end of the string, and the pencil to the other end. When you place the pencil across the top of the jar, the string should be just long enough to let the paper clip touch the bottom. Set the string, pencil, and paper clip aside.

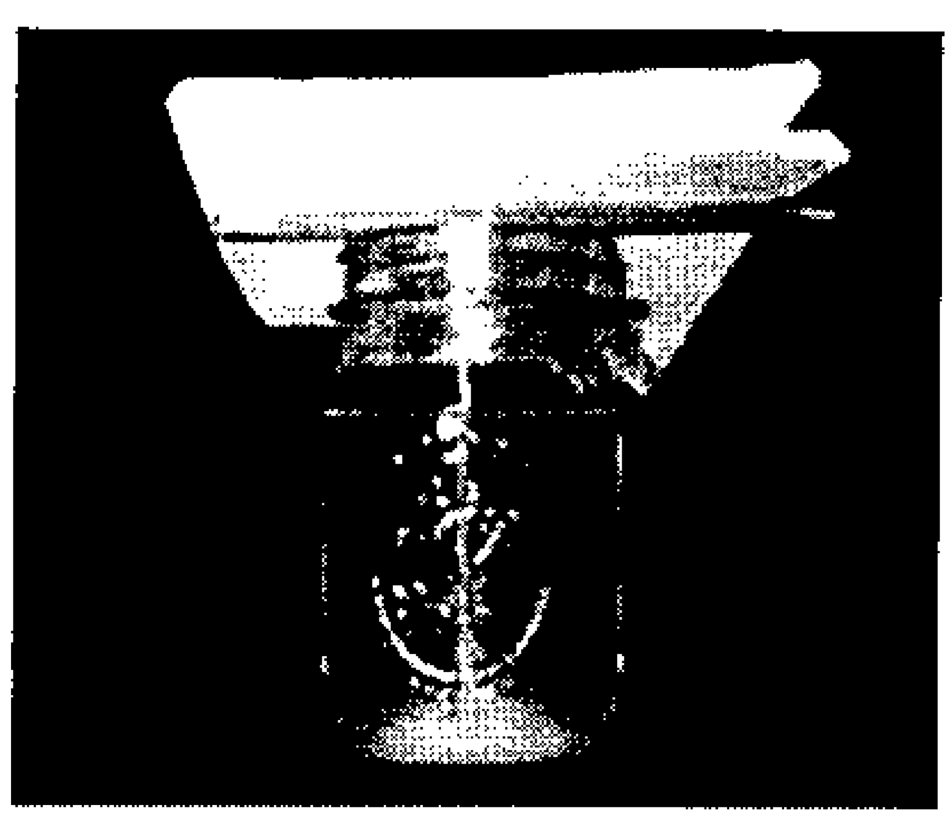
Boil about 1 cup of water, either in the microwave or on the stove. Pour the boiling water into the jar. Add the salt one teaspoonful at a time. Stir until each teaspoon is completely dissolved. You may be tempted to add all the salt at once, but the experiment won't work as well if you do. Be patient. Eventually, you'll find a small amount of salt will not dissolve and collects at the bottom of the jar. You have reached super saturation. Once the solution is supersaturated, stop adding salt.



Put It All Together

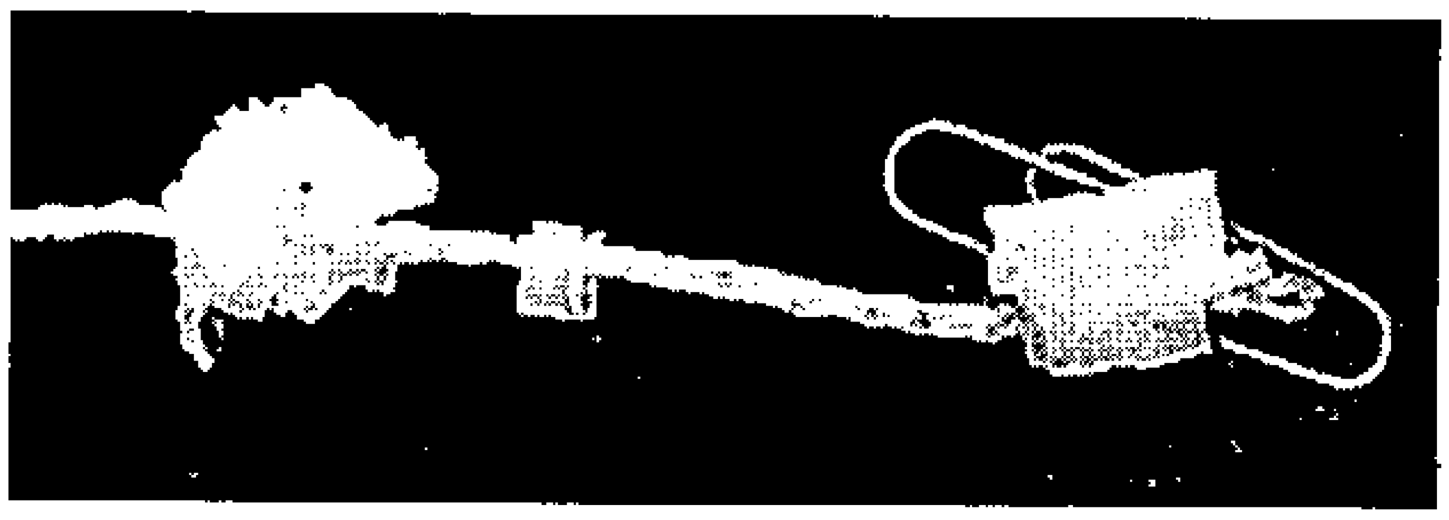
Lower the paper clip and string into the water and rest the pencil across the top of the jar. Cover the jar lightly with a paper towel. This will keep dust out of the jar. Place the jar where it won't be disturbed for a couple of days.

Table salt (halite) crystals form as cubes. After about 12 hours, you should be able to see small crystals forming at the bottom of the jar, on the paper clip, and along the string. Some may even form on the surface of the water, like a wreath around the string. After 24 hours, you should see definite crystal forms.

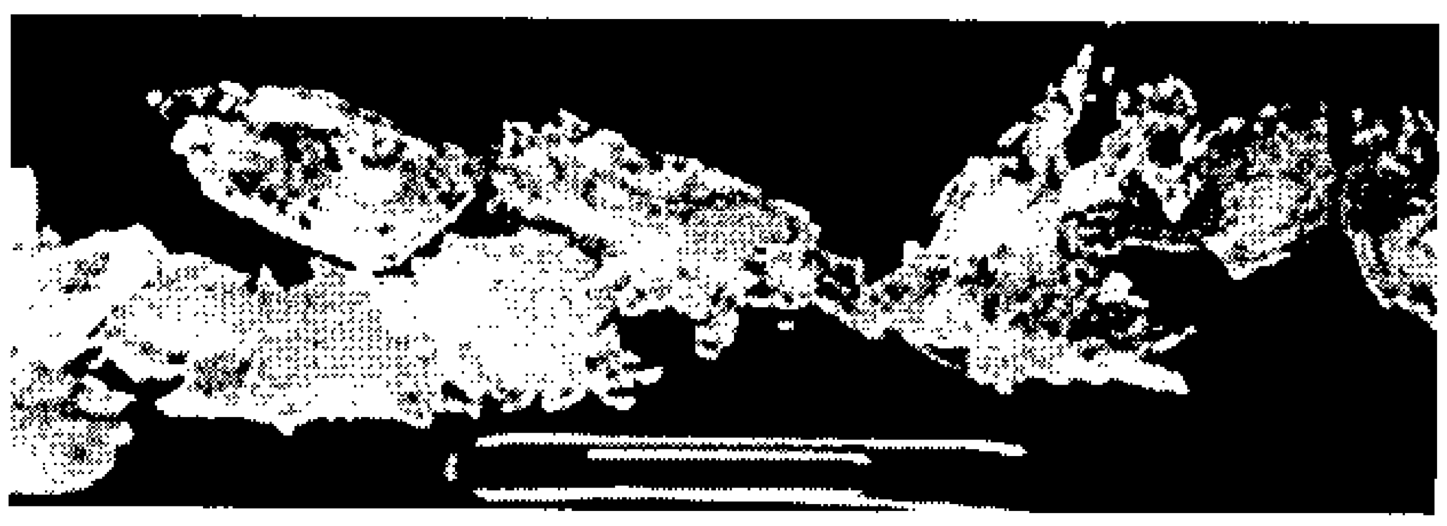


Results and Resources

After one or two days, you'll be able to see cubes of salt crystals. Some may form alone and grow larger, while others may form clusters.



If you'd like to experiment with another mineral that has a completely different shape, try using 1 and 1/2 cups of Epsom salts (magnesium sulfate) instead of 1/2 cup of salt. The Epsom salt crystals will tend to form on the bottom of the jar and are generally shaped like stubby prisms.



Follow-up of the activity

Ask the students to draw the salt crystals formed in their notebooks as minutely as possible.

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 5 **Day 3**		

Topic: Minerals of North West Frontier Province
Objective: Students will be able to identify minerals found in NWFP
Activity: explanation, written work
Materials:
Procedure:
Warm up Q/A
Show them salt crystals and ask do you know what types of minerals are found in NWFP? Listen to their responses and then explain.
Explanation
There are many reserves of minerals in the soil of NWFP. The following minerals are found in large quantities in the province:
1-Salt: it is taken from areas of malgeen, Jata and Bahadar Khel .
2-Kerosene Oil: It is found in daraban, Shakar dara, chor Laki and Choudowan
3-Coal: It is found in chirat, Sawagha and Sheikh badin hills and chitral hills.
4-Marble: it a beautiful stone, found in many colors but mainly in white. It is found in sheikh Jana, tarakai manaeri and Mulagori hills.
5-Slate Stone: A black stone found in Manki Sharif, Akora Khatak and bagra Hills.
6-Lime Stone: is found in mountains of NWFP.
7-Soap Stone: It is a soft stone like marble. It is ground into powdered form and used in the making of detergents, crockery etc. It is found in the area of Sherwan near Abbotabad and Cherat near Nowshera.
8-Mica: is found in hills of Kaghan, Konish valley and geedar pur in Mansehra district.
Precious stones: many precious stones are also found in NWFP. **Emerald** is found in Sawat near mengora. **Ruby** is found in kaghan and chitral hills.

Wrap-up Q/A
What kinds of minerals are found in NWFP?

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 5 **Day 4**		

Topic: Minerals of North West Frontier Province
Objective: Students will be able to identify minerals found in NWFP
Activity: explanation, written work
Materials: worksheet
Procedure:
Warm up Q/A
Revise the information disused in the previous lesson.
Written work
Distribute the worksheet and explain the task.

Mineral in NWFP
Worksheet

Q-1) Which minerals are found in NWFP?

____

____

____

____

Q-2) Write down the names of places in which these minerals are found in NWFP.

Salt	Kerosene oil	Coal	Marble	Slate stone	Lime stone	Soap stone	Mica	Emerald	Ruby

)-3)Encircle the ones, which are precious stones?

,oap stone, lime stone, emerald, marble, ruby.

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 5 **Day 5**		

Topic: Minerals of North West Frontier Province
Objective: Students will be able to describe rock and mineral specimens based on close observation.
Activity: investigating mineral in rocks
Materials: rocks* brought in by the students, shoeboxes, art supplies, small hammer or scraper, magnifying glass, index cards, pencils and paper, copies of the worksheet
Procedure:

Ask students a day or two before the lesson to search their yards, play areas, or rock collections for one small specimen that they can bring into school. They can choose any object-as long as it's easy to carry. Tell them try to find a rock or a pure mineral sample. No doubt some students will select objects that are neither rocks nor minerals (e.g., wood or man-made products like plastic). This is fine, because discovering that they are not minerals is as much a part of the learning process.

Warm up Q/A
Revise information previously discussed about minerals.
Activity
Have students brush any dirt from their specimen and look at it closely.
They can also wash it and look at it with a magnifying glass.
Remember that if the object appears to be one substance, it is probably a mineral; if it is a composite, it is probably a rock made up of several minerals.
Encourage students to observe carefully and form logical hypotheses, rather than try to identify all of the specimens. Ask them to write down the answers to the questions about their specimens in the worksheet.

Minerals
Worksheet-2

Q 1-Where was it found and by whom?

Q 2-What color is it?

Q 3-Is it smooth or rough?

Q 4-Is it dull or shiny?

Q 4- Does wetting it change the color or consistency of the object?

Draw your specimen here:

Level 4		**Learning about our province**
Term 2	**Assessment**	
Week 5 **Day 6**		

Use worksheets and questions given with the lessons.

Social Studies Lesson Plan

Level 4
Term 2
Week6

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
6	Learning about our province	Industries and handicrafts	1	Students will be able to learn about major industries	H.W
6			2	Students will be able to learn about major industries of NWFP	
6			3	do	H.W
6			4	Students will be able to learn about Hydroelectric powerstations	
6			5	Students will be able to learn about handicrafts of NWFP	
6			6	Assessment	

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 6		
Day 1		

Topic: Industries and handy crafts of North West Frontier Province
Objective: Students will be able to learn about major industries of NWFP
Activity: explanation, written work

Materials: notebooks, textbook, chalk,
Different items made in our industries (packet of biscuit, piece of cloth, sheet of paper, pencil, few tablets etc)

Procedure:

Warm up Q/A

- Show different objects that you have brought to the class and ask where do we get these things? Where these products are made. Listen to their responses and list their ideas on the chalkboard. Explain that all these products are manufactured in industry.

Explanation

- Industry means a process by which products are made from raw material.
- Most of the things that we use in our daily life are made by industry. Ask the students to give their own examples. Then give your examples, for example the clothes we wear are produced at a textile industry.
- Locomotive industry manufactures cars, motorbikes and other vehicles.
- Food processing industry produces food products such as jams, pickles, biscuits etc.
- Sugar industry produces sugar from sugar cane.
- Pharmaceutical industry produces medicines and chemicals. Paper industry makes paper that we use.

Activity

- Distribute the worksheet and explain the task.
- Students will write the names of products they use in daily life produced by each industry.

Monitor while they are doing it.

Follow-up

After the students complete their worksheet ask them to share their responses with class. Discuss the responses and make corrections wherever necessary.

Industries and Products
Worksheet

Name____________________

Industries	Products I use
Textile industry	
Sugar industry	
Pharmaceutical industry	
Paper industry	
Locomotive industry	
Food processing industry	
Ghee industry	

Level 4		**Learning about our province**
Term 2	**Lesson Plan**	
Week 6 **Day 2**		

Topic: Industries and handy crafts of North West Frontier Province
Objective: Students will be able to learn about major industries of NWFP
Activity: explanation, discussion
Materials: notebooks, textbook, chalk,
Different items made in our industries (packet of biscuit, piece of cloth, sheet of paper, pencil, few tablets etc)
Procedure:
Revise the information discussed in the previous lesson and then tell today we will learn about the major industries of NWFP.
Explanation
Before the establishment of Pakistan there were few industries in our country but now most of the products are made in our own industry. Following important industries were established in NWFP:
1-Textile industries
2-Sugar Industries
3-Cigarette Factories
4-Pharmaceutical Industries
5-Tele-communication industries
6-Paper Industries
7-Locomotive industries
8-Fertilizers industry
9-Food processing industry
10-Ghee industry
11-Heavy machine industry
List the names of industries on chalkboard.
Note: Explain the details about each industry from the textbook pages #62,63, 64 and 65)
Explain what is manufactured in each industry and where it is situated.
Wrap-up Q/A
What are the major industries of NWFP?

Level 4 **Term 2** **Week 6** **Day 3**	**Lesson Plan**	**Learning about our province**

Topic: Industries and handy crafts of North West Frontier Province
Objective: Students will be able to learn about major industries of NWFP
Activity: written work
Materials: notebooks, textbook, chalk,
Procedure:
Warm-up Q/A
Revise the information discussed in the previous lesson.
Written work
What are the major industries established in NWFP?
What happens in the food processing industry?
Distribute the worksheet and explain the task.

Industries in NWFP

Write down the names of places where these industries a re situated in NWFP.

Industries	Place/ location
Textile industry	
Sugat industry	
Pharmaceutical industry	
Paper industry	
Locomotive industry	
Food processing industry	
Ghee industry	
Cigarette industry	
Cement industry	
Heavy machine industry	
Fertilizers industry	

Level 4 **Term 2** **Week 6** **Day 4**	**Lesson Plan**	**Learning about our province**

Topic: Industries and handy crafts of North West Frontier Province
Objective: Students will be able to learn about hydroelectric power stations in NWFP
Activity: explanation, discussion written work.
Materials: notebooks, textbook, chalk,
Procedure:
Warm-up Q/A
Get student attention about the use of electricity. Ask what things use or work with electricity at your home, in school. Listen to their responses then tell do you know from where do we get this electricity.
List their responses on the chalkboard.
Then tell electricity reaches our homes school, other places from a power station.
Explanation
In Pakistan mainly electricity is produced by water and it is called hydroelectric power.
There are many hydroelectric power stations in NWFP.
1-Warsak is a major power station. It is built on Kabul River.
2-A powerhouse has been setup on a canal taken from Swat River at Jabban near Malakand.
3-Another powerstation is working at Dargai.
4-In bannu electricity is produced at Kurram garhi.
5-Terbela is another major power station. It produces huge amount of electricity.
Written work
What is hydroelectricity?
Which major hydroelectric power stations are working in NWFP?

Level 4 **Term 2** **Week 6** **Day 5**	**Lesson Plan**	**Learning about our province**

Topic: Industries and handy crafts of North West Frontier Province
Objective: Students will be able to learn about handicraft of NWFP.
Activity: explanation, discussion written work
Materials: notebooks, textbook, chalk,
Procedure:
Warm-up Q/A
Bring in some local handicrafts and show it to the students. Then ask do you know where these things are made? Listen to their responses and then tell. Many things are made in big industries as we have learnt in previous lessons but there are many other things, which are made in homes with hand by people.
Things or crafts, which are made wih hand by people, are called handicrafts.
The handicrafts of NWFP are very popular in the country as well as abroad.
Explanation
These handicrafts of NWFP include:
Woodwork
Dera Ismail Khan is well known for woodwork. This includes furniture, and other products
Pottery
Peshawar is famous for pottery.
Carpet making
Carpets are made in Peshawar and Kohistan by means of traditional looms.
Note: explain details from the textbook.
Written work
What do we mean by handicrafts?
What are major handicrafts of NWFP? Which cities are well known for these?

Level 4		**Learning about our province**
Term 2	**Assessment**	
Week 6 **Day 6**		

Use questions and worksheets given with the lessons

Social Studies revision Plan
Level 4
Term 2
Week 7

Week	Curriculum Strand	Topic	Day
7	Learning about our province	Population &vocation	1
7		do	2
7		Our climate	3
7		Forest & Pastures	4
7		do	5
7		Irrigation	6

Social Studies revision Plan

Level 4
Term 2
Week 8

Week	Curriculum Strand	Topic	Day
8.	Learning about our province	Agricultural products	1
8		do	2
8		Our cattle	3
8		Our minerals	4
8		Industries and handicrafts	5
8		do	6